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ABSTRACT

Summaries of five syllabi for courses on vocational/technical education are presented, along with the five syllabi. These courses are offered as part of graduate level studies in the field of higher education administration. For each of the following courses, a brief statement of content or purpose is provided, along with course objectives, and information on the text used: (1) principles and practices of vocational education, (2) organization and administration of vocational education, (3) developing curricula in vocational education, (4) evaluation and analysis in vocational education, and (5) specialization seminar on the emergence of vocational, technical, and occupational education in America. It is recommended that: more content related directly to practicum experiences in vocational/technical education for administrators should be provided; materials in finance and fiscal management should be developed with problem-solving techniques; and emphasis on developing needs assessments should be inserted in teacher/administrator training curricula. A list of members of the course syllabi network is included. (SW)

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Clearinghouse for Course Syllabi in Higher Education

VOCATIONAL/TECHNICAL

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A Project of the

Association for the Study of Higher Education

Committee on Curriculum, Instruction, and Learning

1986

VOCATIONAL/TECHNICAL

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Vocational/Technical
Course Syllabi

Individual Course Syllabi Summaries

Principles and Practices of Vocational Education

Principles of vocational education, its development, social and economic values and purposes, contemporary priorities, regulations, and scope and nature of the program components of vocational education are analyzed.

Objectives:

To gain an understanding of social, economic and political formulations of vocational education.

To identify characters of program and become familiar with roles of personnel in vocational education, as well as trends and issues.

Text:

Evans, R. & Herr, E. Formulations of Vocational Education (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1978.

Organization and Administration of Voc. Ed.

A general overview of vocational education, administrative structure, funding of voc. ed., program structure and standards, method of determining needs, plant and equipment, in-service training components, advisory committees, as well as reporting and auditing

Objective:

To gain expertise in understanding principles of organization and administration of vocational education.

No Text Recommended

Developing Curricula in Vocational Education

To develop in prospective and currently practicing vocational teachers and administrative confidence and skills needed to develop curricula in vocational education.

Objectives:

To provide an overview of curriculum development, with emphasis on curriculum planning and sequency content, selection of material, and evaluation of curriculum.

Texts:

Finch, Curtis F. and John R. Crunhilton. Curriculum Development in Vocational and Technical Education. Boston, Mass; Allyn & Bacon, Inc. 1979.

Evaluation and Analysis in Vocational Education

Analyzing measurement and evaluation theory and techniques and developing a student and/or program evaluation instrument.

Objectives:

To determine the rate of the measurement in evaluation, and develop assessment models n relationship program, team, personnel and cost/benefit systems.

Text:

Wentling, Tim L. Evaluating Occupational Education and Training Programs. (2nd ed.), 1980.

Boyd, Joseph L. and Benjamin Shimberg - ETS., 1971.

The Emergence of Vocational, Technical, and Occupational Education in America Specialization Seminar.

A two phase independent study program combined with seminar sessions focussed on the development of vocational/technical education and human resource development ir. vocational education.

Objectives:

To gain knowledge and demonstrate skills in the area of designing curriculum, analyzing

available resources and projecting trends in vocational education.

Text:

Total Guide furnished by Nova University.

Recommendations

More content that relates directory to practicum experiences in vocational/technical education for administrators should be provided.

Materials in finance and fiscal management should be developed with problem-solving techniques being required.

Emphasis on the developing of need assessments should be inserted in teacher/administrator training curricula and techniques for analyzing secured data with implementation strategies.

TEXAS A&M UNIVERSITY

Department of Industrial, Vocational, and Technical Education

Developing Curricula in Vocational Education
Course Syllabus VOED 615

Course Objective: To develop in prospective and currently practicing vocational teachers, vocational supervisors, and school administration confidence and abilities needed to develop curricula in vocational education.

Course Outline:

Unit 1: Overview of curriculum development in vocational technical education; historical perspectives

Unit 2: Essentials of curriculum planning; Systematic decision-making in curriculum plannigh

Unit 3: Systematic approaches in developing vocational curriculum

Unit 4: Determining the content of vocational curricula

Unit 5: Developing continuity within and among vocational curricula

Unit 6: Implemention of the vocational-technical curriculum

Unit 7: Identification and selection of relevant curriculum materials

Unit 8: Development and Design of facilities for the vocational curriculum

Unit 9: Strategies for improving the vocational curricula

Unit 10: Systematic evaluation of vocational-technical education curriculum

Course Text:

Finch, Curtis F. and John R. Crunkilton. Curriculum Development in Vocational and Technical Education. Boston, Mass: Allyn & Bacou, Inc. 1979.

Mager, Robert F. and Kenneth M. Beach. Developing Vocational Instruction. Palo Aeto, CA: Fearon Publishers, 1967.

Course Expectancies:

1. Demonstrate familiarity with and competency in identifying materials

2. Work independently or in small groups on a mini project and develop a paper focusing on vocational curricula

3. Bring representative voactional curriculum materials to class for examination, review, and evaluation

4. Participate and contribute to class discussions

5. Analyze selected cases and activities pertaining to curriculum development

6. Take and successfully complete a final examination

VOED 620

EVALUATION AND ANALYSIS IN VOCATIONAL EDUCATION

Fall Semester 1984
Instructor: Jerome T. Kapes
Phone: (409) 845-5479
Office: 609 Harrington

Thur. - 5-8 p.m.
Room - 616A Harrington

COURSE OUTLINE

Course Objectives:

1. To learn basic measurement and evaluation theory and techniques.
2. To apply measurement and evaluation techniques to developing and conducting programs of vocational education.
3. To develop and/or use a student or program evaluation instrument or system.

Course Text:

1. Evaluating Occupational Education and Training Programs by Tim L. Wentling. (2nd edition), 1980.
2. Educational Evaluation and Decision Making by Daniel L. Stufflebeam, et al., 1971.
3. Handbook of Performance Testing by Joseph L. Boyd and Benjamin Shimberg-ETS, 1971.

Weekly Outline:

Week	Topic	Assignment
1	Orientation and Introduction	Ch. 1 in W Ch. 1 & 2 in S
2	Evaluation in Vocational Education	Table 1-1 & Ch. 2 in W Handouts
3	The Role of Measurement in Evaluation	Handouts
4	Measurement Workshop	Handouts
5	Evaluation Models	Ch. 7 in S Handouts
6	Achievement Assessment in Vocational Education	Ch. 3 in W Handouts

Week	Topic	Assignment
7	Attitude Assessment in Vocational Education	Ch. 3 in W Handouts
8	Perfomance Testing	Ch. 3 in W Boyd & Shimberg
9	Program Evaluation - Student Follow-up	Ch. 4 in W Handouts
10	Program Evaluation - Employer Follow-up	Ch. 5 in W Handouts
11	Team Evaluation	Ch. 6 in W
12	Evaluation for Special Populations	Ch. 7 in W
13	Personnel Evaluation	Ch. 8 in W
14	Cost/Benefit Evaluation	Ch. 9 in W
15	Utilizing the Results of Evaluation Report on course projects	Ch. 10 in W

Class Activities and Assignments:

In-Class Exam - At the end of the 10th class there will be an objective multiple choice examination covering all material assigned or presented up to that time.

Course Project - Each class member will develop and/or utilize a student or program evaluation instrument or system in an area of his or her interest. A proposal for the project must be approved in advance by the course instructor.

Class Participation - All class members are expected to contribute to the class in whatever manner appears to be most useful and appropriate. A portion of each student's final course grade will be based on the instructor's judgement regarding class participation.

Course Evaluation: (See the grading information sheet for further information.)

In-Class Exam	40%
Course Project	40%
Class Participation	20%

VOED 601

PRINCIPLES AND PRACTICES OF VOCATIONAL EDUCATION

Spring Semester, 1985 — Monday, 5-8 p.m.
Instructor: Jerome T. Kapes — 616A Harrington
Office Phone: 845-5479
Home Phone: 846-2963

COURSE OUTLINE

Course Description:

Principles of vocational education, its development, social and economic values, and purposes. Contemporary practices, regulations, scope and nature of the program components of vocational education.

Course Objectives:

1. To gain an understanding of the historical, political, philosophic, economic, social and psychological foundations of vocational education and other education-for-work programs.

2. To identify the types and characteristics of vocational education programs operating within the state and nation.

3. To gain a familiarity with the roles of teacher, counselor, supervisor and administrator of vocational education programs.

4. To develop an understanding of the current trends and issues in vocational education and related education-for-work programs.

Course Text and Other Readings:

1. Evans, R. & Herr, E. Foundations of Vocational Education (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1978. (required course text)

2. American Vocational Association, American Vocational Journal (200 Years of Vocational Education, Special Bicentennial Issue). May, 1976.

3. Calhoun, C. & Finch, A. Vocational and Career Education: Concepts and Operations. Belmont, California: Woodsworth Publishing Company, Inc., 1982.

4. McKinney, J. L. & Greenwood, K. Workshop for Interpreting Vocational Education (Final Report). College Station, Texas: Texas A&M University, Vocational Education Program, June 1977.

5. Roberts, R. W. Vocational and Practical Arts Education (3rd ed.). New York: Harper & Row, 1971.

6. Thompson, J. E. Foundations of Vocational Education: Social and Philosophic Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Class Outline:

Class	Topic	Assignment
1	Introduction to Vocational Education	Handouts Ch. 1, 2, & 3 E&H
2	Historical Background & Federal Legislation	Ch. 4 E&H AVJ May 76 Handouts Roberts Text
3	Philosophic Foundations	Ch. 5 & 6 E&H Workshop for Interpreting Voc. Ed.
4	Economic, Social, & Psychological Foundations	Ch. 7, 8, & 9 E&H Handouts
5	Career Education and Vocational Guidance	Ch. 10, 11, 12, & 13 E&H
6	Current Federal & State Operations Under P.L. 94-482	Handouts
7	Vocational Education Program Areas - Vo Ag, Bus Ed, DE & Health	Ch. 14, 15, 16, & 17 E&H Handouts Roberts Text
8	Vocational Education Program Areas - Home Ed. T&I, Tech ed, I Arts	same as above

9	Other Agencies - Industry, JTPA, etc.	Ch. 18 &19 E&H Handouts
10	Leadership Development & Professional Organizations	Ch. 20 E&H Handouts
11	Special Concerns - Sex Bias, Special Needs, Adult Education, Research & Development	Handouts
12	The Carl D. Perkins Vocational Education Act of 1984	The Act & Federal Regulations Handouts
13	The Unfinished Agenda: Vocational Education in the American High School	NCRVE Report
14	Vocational Education in Post Secondary Settings	Handouts
15	Current Issues & Future Directions for Vocational Education	Ch. 21 E&H Handouts

Class Activities and Assignments:

Oral Report - Each class member is to give an oral report and lead a class discussion on one type of vocational education program. Program topics should be selected so as to fit into the course outline for class numbers 7, 8, 9, or 11. Each report/discussion should be planned to be approximately 45-60 minutes long.

Critique of Current Vocational Education Literature - In order to gain familiarity with what is currently being written about vocational education, each student will review and critique three articles of interest. The topic of each article must be related to some aspect of the course. Each critique should contain at least one page of description and one page of critical commentary, typed double spaced using APA format.

Course Paper - In order to demonstrate the acquisition of some of the concepts included in the course, an end of the course paper is required. The paper should be approximately five pages in length and discuss a current

trend or major issue within vocational education today. The paper must be typed double spaced using APA format.

In-Class Examination - An objective multiple choice examination covering information presented in the course will be administered near the end of the course.

Class Participation - All class members are expected to contribute to the class in whatever manner is most useful and appropriate. A portion of each student's final course grade will be based upon the instructor's judgement regarding class participation.

Course Evaluation:

Each student's final grade for the course will be arrived at in the following manner (see the grading information sheet for further information):

Oral Report	20%
Critiques	20%
Course Paper	20%
In-Class Exam	30%
Class Participation	10%

COMPETENCIES FOR VOED 605--ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION

I. Introduction to Vocational Education Administration

PARTICIPANTS WILL:

A. Identify the purposes of Vocational Education
B. Explain the relationships between Vocational Education and the other curricular components of educational institutions
C. Identify uniqueness of Vocational Education in

1. Funding
2. Involvement of lay citizens
3. Involvement of other agencies, public and private
4. Placement of students
5. Follow-up requirements
6. Institutional organization
7. Professional organization

II. Administrative Structure for Vocational Education

PARTICIPANTS WILL:

A. Identify and trace the flow of policy, funding, authority and influence from federal law through implementation by the Department of Education to State Authority.
B. Identify and trace the flow of policy, funding, authority and influence through the state central education agency to the local school.
C. Identify and trace the flow of policy, funding, authority and influence through the local school to the operating program.

III. Development of Federally-Aided Programs in Vocational Education

PARTICIPANTS WILL:

A. List, explain and summarize the results of the general provisions and purposes of the major federal legislation supporting vocational education in the United States, including:

1. Northwest Ordinances of 1785 and 1787
2. Morrill Act of 1862
3. Smith-Hughes Act of 1917
4. George-Ellzey Act of 1934
5. George-Deen Act of 1936
6. National Defense War Training Acts of 1940-44, inc.
7. George Barden Act of 1946

8. National Defense Education Act of 1957
9. Vocational Education Act of 1963
10. Vocational Education Ammendments of 1968
11. Carl Perkins Act of 1984

B. Summarize acceptance and utilization by states
C. Summarize acceptance and utilization by local school districts

IV. Vocational Education Standard Programs-Structure, Organization, State Rules and Regulations

PARTICIPANTS WILL REVIEW AND INTERPRET PROGRAM STANDARDS FOR TEXAS PROGRAMS IN:

A. Vocational Agriculture
B. Distributive Education
C. Homemaking Education
D. Trade & Industrial Education
E. Vocational Office Education
F. Health Occupations
G. Vocational Guidance
H. Industrial Arts

V. Financing Programs of Vocational Education

PARTICIPANTS WILL CONSTRUCT A BUDGET AND IDENTIFY THE SOURCE OF FUNDING FOR A VOCATIONAL EDUCATION PROGRAM IN TEXAS, INCLUDING AT LEAST FIVE PROGRAMS AND AT LEAST TEN UNITS, AND INDICATING FUNDING SOURCES AS FEDERAL (IN ORIGIN), STATE AND LOCAL.

VI. State plan for Vocational Educaton

PARTICIPANTS WILL:

A. Outline the major provisions of a State Plan for Vocational Education and identify the provisions of the plan

1. Required by federal law
2. Required by state law
3. Resulting from state board policy
4. Inserted to allow local variations to meet local needs.

B. Outline the procedures utilized in the development of a state plan, identifying the manner in which the plan may be influenced by:

1. Lay citizens
2. Teachers
3. Vocational administrators
4. Professional organizations

VII. Planning To Meet Established Needs

PARTICIPANTS WILL:

A. Identify adequate procedures for justification of individual vocational programs
B. List the steps in an appropriate assignment of priorities for vocational program expansion
C. Develop realistic cost analysis of program expansion in the programs available
D. Identify sources of data for program justification
E. Plan for the accumulation, recording and utilization of in-house data bearing upon vocational education needs, including follow-up data of alumni employment and progress

VIII. Planning for Housing of Vocational Education Programs

PARTICIPANTS WILL:

A. Review and accumulate specific minimum requirements for the housing of the several vocational programs operating in the state
B. Examine and evaluate desirable housing characteristics in excess of minimal requirements for the several programs
C. Identify sources of expertise in the housing of the several vocational programs
D. Develop a system of projection for housing needs in vocational education for a school system
E. List appropriate sources of funding for housing vocational education programs

IX. Development of Equipment Specifications and Selective Procedures

PARTICIPANTS WILL:

A. Identify sources of listings of minimum equipment needs for each vocational education program, with variations appropriate to specialized needs within each program
B. Develop a system for institutional awareness of equipment modification, advancement and obsolesence in the industries and occupations for which students are trained.
C. Identify personnel by categories who can be of assistance in the evaluation and selection of equipment for vocational program needs
D. Develop a system for annual equipment inventory analysis with cost data for maintenance of program effectiveness and improvement of program effectiveness

X. Recruitment and Selection of Personnel

PARTICIPANTS WILL:

A. Identify minimum educational work experience and other requirements for teachers and other professional personnel in vocational programs.

B. Identify desirable characteristics and traits of individuals for the several vocational programs in addition to minimum requirements.
C. Compile a listing of sources of personnel for vocational education program staffing.
D. Develop a plan for interviews with prospective staff members, including the documentation to be requested prior to an interview.

XI. In-Service Training for Vocational Education Personnel

PARTICIPANTS WILL:

A. Identify necessary compentencies common to the several programs of vocational education and district from those necessary to staff members in general education.
B. Assemble the in-service education schedules of two school systems for (a) general participation of all teachers and (b) special program in-service activities for vocational teachers.
C. Design a system for securing vocational teacher involvement in the selection of in-service traing priorities for local level programs.
D. Assemble state policies encouraging, requiring or limiting professional studies (credit or non-credit) at educational institutions by vocational teachers.
E. Recommend a local school policy statement specific for vocational teachers supplementing state policy and local school policy

XII. Roles of Vocational Education Administrators in Maintaining Communications with Local, State and Federal Agencies.

PARTICIPANTS WILL:

A. Assemble the reporting forms and procedures for vocational education programs and identify the key purposes of each.
B. Secure listings and mailing addresses of U.S.O.E. Vocational Education personnel who may at times work directly with local schools in program development or implementation.
C. Secure listings of State Education Agency personnel, including area (or district) consultants, and noting the area of responsibility for each.
D. Develop a plan and model letter for notifying appropriate state education agency officials of significant program or teacher achievement.
E. Identify types of reporting on the local level which flow from programs to the office of the vocational directors rather than or in addition to the office of the building principal.
F. Identify local mailing lists by categories necessary for mailings by vocational education and its component programs.

G. Develop a system for mass media communications concerning the total vocational program.
H. Prepare a presentation designed to explain and promote the vocational education program before local audiences.

XIII. Role and Scope of a Community Advisory Committee

PARTICIPANTS WILL:

A. Identify state requirements for local advisory committees.
B. Recommend by employment categories and by geographical and other considerations types of people suitable for vocational educational advisory committees.
C. Prepare an explanation of the role of an advisory committee member to be mailed to a prospective or newly named member.
D. List safeguards to be emphasized orally to advisory committees concerning school policy and policy development.
E. Prepare a listing of appropriate concerns for the attention of local vocational education advisory committee.

XIV. Auditing, Reporting and Safeguarding of School Funds

PARTICIPANTS WILL:

A. Prepare an operating budget for a vocational education program including not less than ten units in no less than five programs.
B. Review three monthly expense account requests of vocational teachers identifying allowable and non-allowable items for reimbursement.
C. List the records and indicate the critical entries upon each which may be expected to be reviewed by an audit team for the state education agency.
D. Identify documentation located within vocational departments which are subject to review by audit teams from the state education agency.
E. Explain the responsibility of the school in fiscal records of vocational youth organizations.
F. Outline a policy to assure the safeguarding of funds of vocational youth organizations.
G. Propose a system for safeguarding equipment and supplied for vocational programs.
H. List the items to be included in an annual financial statement for a vocational education division of a public school.

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

NETWORK MEMBERS

Adult/Continuing Education	K. Patricia Cross, Harvard Univ., Grad. School of Ed., 406 Gutman Library, Cambridge, MA 02138
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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.